

Metropolitan Center for Urban Education

presents

Culturally Responsive Education

A 4-Part Learning Series for Teachers

Who should attend?

These four training sessions are specifically for teachers who are currently in classrooms and are interested in improving how they teach and connect with students from culturally diverse backgrounds.

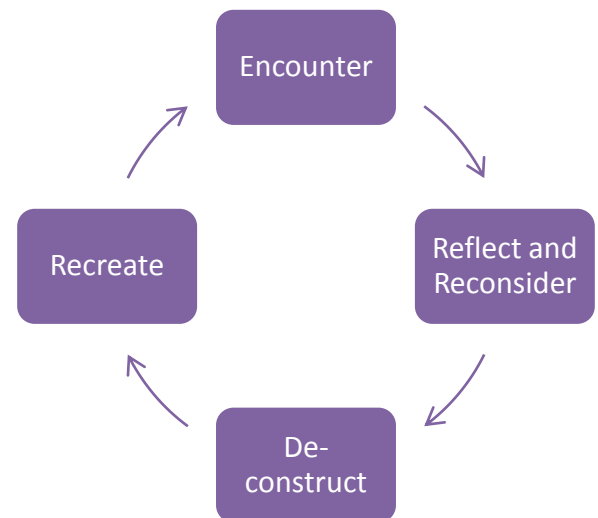


Purpose

The purpose of Culturally Responsive Education (CRE) is to build teachers' ability to engage in habits of thinking that promote changes in pedagogical practices and interpersonal relationships among students from vulnerable populations.

Practitioners will engage in a cyclical and continual process that allows them the opportunity to (Fillwak & Clark, 2010):

- *Encounter* new learning experiences that challenge individuals to;
- *Reflect and Reconsider* personal beliefs and experiences (Gay, 2000);
- *De-construct* beliefs, policies, and practices that may be impacting student performance and;
- *Re-create* the role of teacher in a growing diverse nation (Fillwalk& Clark, 2010; Picower, 2009).



February 28 & 29

April 17 & 18

9:00 – 4:00

**New York University's Kimmel Center
60 Washington Square Park
New York, NY 10012**

\$700 per person

Teams of 5-9: \$25 discount per person

Teams of 10+: \$25 discount and one person free

Cost includes breakfast and lunch, a binder with materials, and a copy of Racial and Cultural Competence

Register at:

<http://culturallyresponsive.eventbrite.com>

Culturally Responsive Education

A 4-Part Learning Series for Teachers

Session 1:

Introduction to Principles of Culturally Responsive Education-The goal of this introductory session is to get participants to develop an awareness that culturally responsive teaching is a way of being and thinking that goes beyond just creating and implementing a list of strategies. Participants will gain a deeper understanding of the terms “culture” and “vulnerability” and how they relate in order to prepare them for the journey of self-reflection, which is a critical skill culturally responsive educators routinely engage in.

Participants will be able to: 1) Develop a common language around culturally responsive teaching by examining the meaning and connectedness of culture, equity, fairness, student vulnerability, at-risk factors, and culturally responsive education 2) Identify and explain patterns of privilege and social power that play a systemic role in how inequities are perpetuated in schools and 3) Discuss beginning steps for improving the cultural responsiveness in schools and the beliefs required to do so.

Session 2:

Let’s Talk About Race I: Exploring Our Racial Identity-The goal of this session is to get practitioners to become aware of how they’ve been conditioned to believe and accept dominant norms and how this conditioning has affected the way they interact and teach students that do not adhere to these standards.

Participants will be able to: 1) Examine how they have been socialized to racialize their identities and viewpoints and 2) Identify where they are at in their own racial identity development and how this impacts the degree to which they accept and practice culturally relevant practices.

Session 3:

Let’s Talk About Race II: Exploring Racial/Ethnic Identity Development of Black & Latino Students-The goal of this session is to get practitioners to reflect upon common ways in which they respond or do not respond to situations having to do with race and ethnicity and how this impacts the racial/ethnic identity development of Black and Latino students which is ultimately seen in their academic and/or behavioral outcomes. Teachers will also begin the process of creating guidelines to help them talk about and address racial/ethnic encounters impacting students in schools.

Participants will be able to: 1) Examine and explain how the 5 stages of racial identity development impact student performance of many racial/ethnic minority students 2) Understand the role practitioners play in contributing to the onset of racial/ethnic identity development; and 3) Differentiate instruction and reshape the curriculum for young children and adolescents in response to their racial/ethnic developmental needs.

Session 4:

Becoming Guardians of Equity- The goal of this final session is to provide an opportunity for teachers to demonstrate the degree to which they can apply the habits of thinking culturally relevant teachers practice in order to alter the manner in which they instruct and relate with students from vulnerable populations.

Participants will be able to: 1) Develop and implement a personal plan that identifies authentic ways to make stronger connections with students that are culturally different than they are through reshaping of curriculum, lesson development, and/or interpersonal behaviors.